



Accommodating Individual Student Needs

Students with disabilities may exhibit certain behaviors at times and these behaviors must be accommodated. To do this, the teacher may need to adjust one or more of the following: the environment, methods of teaching, or methods of presenting information to eliminate or compensate for a particular behavior. The following chart lists some suggested accommodations for specific behaviors students may exhibit.

Behavior Exhibited	Suggested Accommodations
Difficulty sustaining effort and accuracy over time.	<p>Reduce assignment length and strive for quality rather than quantity.</p> <p>Provide immediate feedback when you observe the student doing something well.</p>
Difficulty following a plan (student has high aspirations or goals but lacks follow-through.)	<p>Assist student in setting long-range goals by breaking goals into realistic parts.</p> <p>Use a questioning strategy. Continue asking questions until the student has reached an identified goal.</p> <p>Have the student set clear time lines and establish how much time is needed to accomplish each step. Monitor the student's progress frequently.</p>
Difficulty sequencing and completing steps to accomplish specific tasks.	<p>Break task into manageable steps.</p> <p>Provide examples and specific steps to accomplish tasks.</p>
Shifting from one uncompleted activity to another without closure.	<p>Define the requirements of a completed activity. For example, "You must complete these four steps before you can go on to the next project."</p>
Inappropriate behavior when working with others in class.	<p>Assign a specific role to the student when he or she is working in small groups.</p> <p>Provide structure by defining the task, listing the steps necessary to complete the task, and assisting the group to define roles and responsibilities of each group member.</p>
Difficulty following through on instructions.	<p>Make sure you have the student's attention before giving instructions.</p> <p>Use cues to alert the student that important information is about to be given.</p> <p>Accompany oral directions with written directions.</p> <p>Give only one direction at a time.</p>

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Behavior Exhibited	Suggested Accommodations
Difficulty following through on instructions. (continued)	<p>Quietly repeat directions to the student after directions have been given to the rest of the class.</p> <p>Check for understanding by having the student repeat the directions back to you.</p> <p>Place general methods of operation and expectations on charts displayed around the area or provide reference pages for the student to place in an organizational notebook.</p> <p>Develop job or work cards.</p> <p>Use fewer words when explaining directions.</p> <p>Provide examples.</p> <p>Have a peer demonstrate the task to the student.</p>
Difficulty with tasks that require memory.	<p>Structure activities and assignments so that the student uses visual, auditory, and tactile modes of learning.</p> <p>Allow student to “sub-vocalize” when completing tasks.</p>
Difficulty taking tests.	<p>Allow the student extra time for testing.</p> <p>Allow the student to be tested orally.</p> <p>Use clear, readable, and uncluttered test forms.</p> <p>Allow enough space for the student to write his/her response.</p>
Difficulty with written material.	<p>Provide student with a copy of reading material with main points underlined or highlighted.</p> <p>Provide an outline of important points that is organized by categories.</p> <p>Tape record chapters in a text.</p> <p>Provide more white space between sections of assignments, tests, or reading assignments.</p>
Easily confused when provided with spoken information, lectures, or audiovisual materials and has difficulty taking notes.	<p>Provide the student with a copy of the presentation or lecture notes.</p> <p>Allow peers to share copies of notes from presentations for lectures.</p> <p>Provide framed outlines of presentations.</p> <p>Allow the student to tape record presentations for lectures.</p> <p>Emphasize key words, points, phrases, etc.</p>

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Behavior Exhibited	Suggested Accommodations
Difficulty sustaining attention to tasks or other activities and is easily distracted by stimuli.	Reward the student for sustaining attention. Break activities into small units. Reward the student for timely accomplishments. Cue the student by using physical proximity and touch. Provide a quiet place or preferential seating.
Poor handwriting or inability to write.	Provide a scribe for the student. Grade content, not handwriting. Allow the student to use a computer or special equipment. Shorten assignments and emphasize quality over quantity.
Student interacts poorly with adults, defies authority, or engages in passive manipulation.	Provide the student with frequent and positive attention and feedback when he/she demonstrates appropriate behavior or accomplishes tasks successfully. Talk with the student individually about the inappropriate behavior and its effect. Provide examples of why the behavior is inappropriate such as, "What you are doing is ..." Or, "A better way of getting what you need or want is ..."

Source: *Basic Strategies: Meeting the Needs of Vocational Students*, Curriculum and Instructional Materials Center, Stillwater, OK ©1999.